

# **Findings from Onsite Visits: Q/A and Implications for Improvement**



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# Purpose of the Onsite Visits

- Fulfill MDE's oversight responsibilities
- Encourage program coordination and collaboration
- Identify effective program practices
- Identify program development and improvement needs
- Ensure educational needs of English learners are met



# How Visits Are Determined

- Based on a cycle
- Considers several risk assessments and other factors (size/allocation)
- Based on need and program status
- Coordinated with other federal programs



# Process

- Advance notification (2-3 months)
- Evidence for submission
- Follow-up call
- The visit
- Completion of an improvement plan
- Ongoing technical assistance



# Monitoring Indicators Assessment

- Administrative Responsibilities
- Student Identification, Placement & Exit
- Parent & Community Engagement
- Instructional Programs & Assessment
- Teacher Qualifications & Professional Development
- Program Evaluation & District/School Improvement



# Administrative Responsibilities

## Alternative language program (question 2)

What it is, why it is needed

- Proof of supplemental use of federal funds (question 9)
  - » Coordination of funds that includes general funding beyond the teacher of record
- Program of service based on research (question 28)
- Program includes English language development & meaningful access (question 29)



# Administrative Responsibilities

## **Supplement/Supplant** (question 9)

- With connection to alternative language program
- With connection to general or other federal funds
- PARS for split funded personnel; annual certification



# Administrative Responsibilities

## Private School Coordination (question 15, 16)

- Private schools participation (consortium leads and LEAs)
- Need documentation for the timely consultation and coordination
- Service options





# Student Identification, Placement & Exit

## Identification and Placement Procedures (question 19)

- Use of Home Language Survey for all K-12 enrollees (question 20)
- Entry in MSDS
- Assessment within timeline (question 21)
- Placement into services & entrance/exit criteria (question 22)



# Parent & Community Engagement

## Effective Outreach (question 24)

- Outreach plan
- Parent input
- Calendar with topics
- Evaluation of plan and implications



# Parent & Community Engagement

## **Refusal of services: procedures & waivers** (question 27)

- Annually offer services with explanation, benefits and other options under Title I, Part A that is similar
- ELPA testing is a must for funding and accountability  
AMAOs and AYP/Flex Waiver
- Signature required
- Best Practices – conversation regarding needs of student and availability of services



# Instructional Programs & Assessment

## Formerly Limited English Proficient

- FLEP monitoring (question 12)
  - Exit according to Entrance/Exit Criteria
  - Exit in MSDS: codes to use
- Interventions for FLEP (question 31)



# Teacher Qualifications & Professional Development

## Professional development (question 42)

- Needs Assessment
- Data driven
- Planning/Calendar
- Evaluation & implications (question 43)



# Program Evaluation & District/School Improvement

## Program Evaluation (question 3)

- Summaries of progress for ELs & FLEPs (question 46, 47)
  - Procedures for data analysis, summary and implications
- Regular evaluation and improvement (question 44)
  - Biennial and comprehensive
- AMAOs, Flexibility Waiver requirements



# Program Evaluation & District/School Improvement

## **District Improvement Planning** (question 48-49)

- Needs Assessment
- Findings
- EL specific objectives, goals, strategies, activities
- Budget alignment to DIP (question 1)
- Publicizing findings and evaluations (question 50)



# Plans

Change Required	District Action Steps that will be Implemented to Achieve the Change Required	Stakeholders Engaged in Action Steps	Person(s) Responsible	Timeline	Evidence of Completion
Reference to question along with citation	Specific steps that will lead to the required change  <i>District will create procedures for ...</i>	Include individuals or roles/titles of all those who will be involved  <i>Title III Director, ESL teachers, parent representatives...</i>	Lead district person responsible  <i>Limit number of those responsible</i>	Provide the start/end date; month and year  <i>Do not use “ongoing”</i>	A copy of --- will be submitted to MDE-OFS by ----.  <i>Additional evidence may be listed</i>



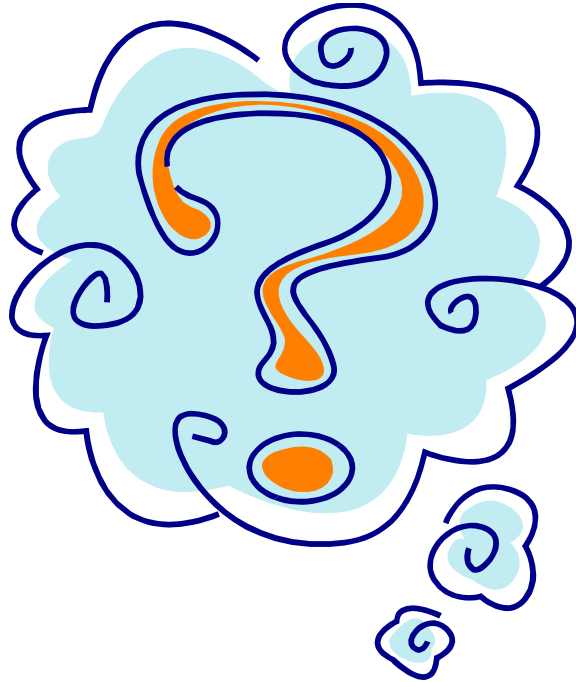


# Timeline

- MDE completes Compliance Plan: 30 days from OSR
- District completes the plan: 30 days
- Technical assistance provided within the 30 days
- Acceptance letter provided with one year for completion of evidence



# Questions/Discussion





# Thank you!



Additional Questions, Comments....

Please contact:

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